

Library Science

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THE CATHOLIC LIBRARY WORLD



Vol. 20, No. 2

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GRASS ROOTS OF LIBRARY SCIENCE

DR. MARIE HAMILTON LAW

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CATHOLIC BOOK WEEK, 1949

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The Catholic Library World

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Scheduled Unit Meetings

October 12—Illinois Unit. Fall meeting, Immaculata High School, Chicago, Ill.

October 21-22—Midwest Unit. 13th annual meeting, Denver Colo.

November 6—New York-New Jersey Unit. Fall meeting, Academy of the Holy Angels, Fort Lee, N. J., 2 P.M. Speakers: Rev. Matthew Hoehn, O.S.B., Mr. William A. Gillard.

November 13—Western New York Catholic Librarians' Conference. Monthly meeting, Western Pennsylvania Unit. Fall meeting, Little Theatre, Duquesne University, Pittsburgh, 10 A.M. Speaker: Sister Mary Reparata, O.P.

November 20—Brooklyn-Long Island Unit. Fall meeting, Bishop Loughlin Memorial High School, Brooklyn, 2 P.M. Speakers: Bro. Aurelian Thomas, F.S.C., Rev. Harold C. Gardiner, S.J.

November 20—Metropolitan Catholic College Librarians. Fall meeting, Pellissier Library, Marymount College, Tarrytown, N. Y., 3 P.M. Speakers: Dr. Geoffrey Bruun, Mr. Joseph G. E. Hopkins.

December 4—Albany Unit. Fall meeting, College of St. Rose, Albany. 10 A.M.

Other Scheduled Events

1948

November 7-13—American Education Week.

November 14-20—Children's Book Week, 29th annual observance. For information, write The Children's Book Council, 62 W. 45th St., New York 19, N. Y.

November 19-22—Second Annual Boys' and Girls' Book Fair, Museum of American History, New York.

November 20—Elementary School Library Institute, under the auspices of the Columbus Unit, Catholic Library Association. For information, write: Sister Mary Ruth, O.P., St. Mary of the Springs College, Columbus 3, O.

November 27—Eastern College Librarians' Conference, Hartness Auditorium, South Hall, Columbia University, 9:30 A.M.

1949

January 20-21—Mid-Winter meeting, Executive Council, Catholic Library Association, Edgewater Beach Hotel, Chicago, Ill.

February 20-26—National Catholic Book Week, 9th annual observance. Theme: *Read Wisely—Share Truth*. Book week kit, containing aids, posters, *Catholic Booklist*, 1949, etc. may be secured from the Catholic Book Week Kit, Catholic Library Association, P.O. Box 25, Kingsbridge Station, New York 63, N. Y. Price: \$1.

April 19-22—Twenty-Third Annual Conference, Catholic Library Association, Detroit, Mich. Theme: *Catholic Action: Librarians as Christophers*.

GRASS ROOTS OF LIBRARY SCIENCE¹

By DR. MARIE HAMILTON LAW

Dean, School of Library Science, Drexel Institute, Philadelphia

In recent years the library profession has suffered from an acute shortage of personnel with the educational background, professional training, and personality required in the diversified activities of the modern library. The persistence of this shortage has resulted in an active interest in recruiting on the part of library schools, national and state library associations, the Association of College and Reference Libraries, the Association of American Library Schools, and the Board of Education for Librarianship. The Joint Committee on Library Work as a Career represents concerted action on the part of the library profession to interest all library agencies in a planned recruiting program. A coordinator is needed in order that an over-all plan may be developed for a recruiting campaign which would cover the United States in a systematic fashion. Such a campaign might be directed from the headquarters of the American Library Association, and receive its support from the national and state associations and the various library training agencies. It should be in charge of a specialist in public relations, who would have a comprehensive knowledge of the library field. The word "campaign" is not used in the sense of a sporadic effort to create interest, but rather to indicate a continual effort to recruit young men and women for the library profession.

As a preliminary to this effort I believe that libraries and library schools should indulge in searching self-examination.

I would like to suggest some of the questions which we might ask ourselves. We should go down to the "grass roots". It seems to me that they are as important in the library field as they are in green pastures. We have all known children who

uprooted their gardens to see if the plants were growing. It would be well for us to examine some of our library roots to see if they are deep enough to sustain our profession in full flower.

Question I: Attractiveness

Will the library profession attract the best output of our colleges in competition with other vocations? Does it offer stimulating service and opportunity for professional and financial advancement? We must recognize that today the young college graduate has the choice of many careers. These embrace the arts, social service, business and industry, scientific research, and the newer fields of motion pictures, radio, and television. We need to look critically at the library profession and ask ourselves how it appears to the college graduate who is measuring it against other vocations. Do the library schools offer courses which in themselves are a challenge to well-trained minds? Do our libraries provide positions for the beginning librarian which are more than a combination of routine and clerical duties? Are the personnel relations in our libraries of such a character as to inspire the young librarian to put forth his best effort? Have we established salary scales which will provide a standard of living attractive to the professionally trained man and woman?

Question II: Integration

Have we a well-defined and integrated educational program which will provide adequate training for the different levels of library service? We need a system of library education which will set up standards for *all* levels and types of training and which will accredit *all* training agencies which

1. Paper read at the Luncheon Session, Atlantic City Conference, June 16, 1948.

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meet these standards. There should be a paid secretariat sufficient in size to promote education for librarianship through research, experimentation, advice, and the promulgation of new ideas. The necessity for research and experimentation in science and industry has long been recognized. Education has lagged far behind in this respect.

A system of library education could form the basis for a system of state certification for librarians which would be uniform in character, thereby enabling a librarian certified in one state to be eligible for certification in all states. At present the profession is weakened by the number of people who enter it without benefit of training. This situation can only be remedied through adequate salaries, a more unified system of education for librarianship, and the certification of librarians.

Question III: Faculty

Do the faculties of library schools keep abreast of professional activities through study, experimentation, workshops, institutes, etc.?

There are not nearly enough opportunities provided of this character. Perhaps some of the "uninspired" courses in library schools are due to the fact that the teacher becomes divorced from practical work. If library school faculties could spend part of their time in the library field with the opportunity to observe new methods and techniques, to make community studies, to promote reader interest, to study personnel and public relations, it would result in much more vital teaching. Teachers might be exchanged on library school faculties and given sabbatical leave for study in the United States and abroad. Our schools of library science should include more courses aimed to develop teachers.

All of this may seem a far cry from recruiting, but is closely related to attracting young people to the library profession. Much lies ahead of us in the development of education for librarianship. If we are to recruit successfully for our profession, we must strive to strengthen it. Young people

will rally to our banner if we demonstrate the worth of our high calling.

Now let us look briefly at the literature of recruiting. Mr. Eugene P. Watson of Northwestern State College Library, Louisiana, recently made a study of the material which has been written on the subject of recruiting. His survey shows that the literature is not only entirely inadequate, but that it is poor in content. Moreover it has appeared with no regularity and has not been properly distributed. Only 9% of the articles published have appeared outside of professional journals. In consequence our audience has been too restricted. We should compare our efforts in the literature of recruiting with that of other professions. The excellent material recently prepared for nursing education is a case in point.

We need well written pamphlets and other material which can be distributed widely and at low cost. I would like to suggest some of the forms which this material might take:

- 1.) A career chart which would answer the questions about the library profession asked by students. Such a chart should be sent to the vocational advisers of high schools, colleges, and universities throughout the United States.
- 2.) Pictorial booklets descriptive of various types of library service and the opportunities open to the beginning and experienced librarian.
- 3.) Material written specifically for the high school, college, public, and special librarian on ways and means of interesting young people in the library profession.
- 4.) Lively, informative articles on library work in periodicals other than those of the library profession.

We should not forget that a powerful ally in recruiting is to be found in the films depicting the modern librarian at work. The human interest inherent in library service, if graphically presented, can do much to dispel the idea of librarianship as an ivory tower vocation.

READING TRENDS IN AMERICA¹

By REVEREND HAROLD C. GARDINER, S.J.
Literary Editor, AMERICA, New York

Several months ago, in Chicago, I was invited to address a forum on the topic—What the Reading Public Wants. I think you will see that the address today on Reading Trends in America begins with very much the same title, and that indeed I can very easily address you on trends if I approach the topic with the idea of exploring the wants of the reading public. If we explore the wants of the reading public, we are justified, I think, backed by dictionaries, lexicographers, ethnologists and social scientists, in dividing our discussion of wants into two sections. We'll talk, first of all, about the wants of the reading public in the sense of what the reading public desires to read, and then secondly we'll go on to hazarding a few remarks on what the reading public wants, in the sense of needs or lacks.

There are various ways of attacking this problem. One report came out quite recently which wasn't at all consoling. The American Library Association took its annual poll among public libraries and found out that those who frequent public libraries were interested, during the past year, first in books on psychiatry and psychology—not technical psychiatry necessarily, but the more popular brand—books like *Peace of Mind*, and so forth. The reading public was interested, secondly, and this will strike a responsive chord in your souls, in housing. And the reading public was interested—ninth, tenth or eleventh—in big international affairs, things like the tax program or the Marshall Plan. This was rather a disquieting revelation, because it seemed to show that, at least in his reading, the American John Doe is still pretty well bound up in isolationism. He's interested first, and almost exclusively, in his own problems, which, pressing as they may be, are certainly small in comparison with bigger problems throughout the world in which we should all have a reasonable and intelligent interest. But of course this American Library Association report gave by no means the whole picture. Public libraries, after all, supply only a part of the reading material that John

Doe takes to his armchair beside the radiator. There are other sources, and highly important sources, which are shaping the reading taste of people and giving the reading public what it desires to read.

The best seller list, as compiled month by month in the *Publishers' Weekly*, reveals that, for the calendar year 1947, 40 books of fiction and 39 books of non-fiction were best sellers for at least a month. Of the 40 fiction books, 17 remained on the list for two months or more, running up, in three or four cases, to books remaining on for the complete year. (23 faded out fast.) In the non-fiction list, 14 books remained for two months or more, again with several of the volumes holding a place in the first 10 for the whole year. (25 faded.) These figures reveal that over fifty per cent of the fiction best sellers made only a temporary splash, and that even a higher percentage of the non-fiction books were equally ephemeral.

These, then, are the books that the reading public wanted to read in 1947. Now the interesting question jumps to my mind—why did the reading public want to read these books? As you see, we're just putting the question in another form—what makes a best seller?

As a matter of fact, there is no formula for a best seller. If there were, some smart writer would long since have discovered it and every book would be a best seller. However, there are some general themes or fields of human interest which are always found—one or other of them or maybe together—in books that win a wide popularity. Those themes are religion, self-improvement, adventure and sex. A recent book, *Golden Multitudes* by Frank Luther Mott, is the most complete study of the American publishing industry, and particularly the best-seller angle of publication, yet to appear. Mr. Mott traces the history of best sellers from Colonial times down to the past year. He discovers that, of the 279 best sellers up to 1915, 87, or about one-third, of them had a strong religious strain. After 1915 the strain is slightly weaker but still prominent. It's an interesting sidelight on this element of religion in best sellers that almost

1. Paper (abridged) read at the College Libraries Round Table, Atlantic City Conference, June 15, 1948.

fifteen per cent of our national best sellers have been written by gentlemen of the cloth. Self-improvement, which includes the very wide and sort of vague idea of learning how the other half lives, is a very important field for best-seller appeal. Nearly half the best-selling books catalogued in *Golden Multitudes* contain large elements of didacticism, which, of course, the reading public gobbles up under the impression that it is improving itself—learning how to influence people and win friends, and so on. And sex, throughout the history of United States publishing, has accounted for from one-tenth to one-fifth of the best sellers. Of course, when I say sex I don't mean necessarily the very lurid or bawdy treatment of sex. Sometimes, as you certainly know very well, sex can be a very important theme in a book without in the least being sensational.

Thus, you will see that one reason why the reading public wants to read this type of book—the book dealing with religion, self-improvement, sex—is because they always wanted to read this type of book. Is there anything wrong with the fulfilment of these wants in today's reading? This, of course, depends largely on the individual book—how it treats religion, self-improvement, sex. But apart from the individual book, there is a general trouble, which is, as Mr. Mott notes, that the new techniques of mass production have educated and built up the demand in readers so that readership desires increase by what they feed on. In other words, if the American public is given five or ten or twenty best sellers a year which dwell upon these large fields of religion, self-improvement, sex, and so on, then the American reading public will not be satisfied with anything else except this type of book, with the result that their reading desires tend to remain always on about the same plane, whereas the logical thing, and the thing important for any cultural improvement, is that one's reading should grow in importance and depth and true enjoyment as one grows. Another trouble is that the existence of these books distributed in large masses tends to snow under and keep out of publication thousands of valuable works which ought to be published but which cannot be depended upon for more than a very modest return on the investment and

must, therefore, be forgotten in the scramble for mass markets. "It is alarming," says Mr. Mott, "to note that, while total book sales mount, the number of titles issued declines year by year." Mr. Mott goes on: "Mass publication performs a genuine social and cultural service, but it would be unfortunate if over-emphasis on these techniques, especially in the midst of paper shortages, should prevent the publication of more modest books which, in the long run, are necessary for the development of American culture." Thus we have a likely analysis of what the reading public wants in the sense of what it desires—the type of thing it desires in general and the reasons why it desires this type.

From all this hodge-podge of different types of books, I think we can come to a conclusion that the trend quite obviously in dozens of today's books is toward reading about the problem of security—either threats to security, types of it, or means of attaining it. Under threats we have such divisions as personal troubles, war aspects of political power, and racial problems. Let me mention just a few books under each of these.

The threats to security in personal worries, psychoses, etc., crop up in books like *The Snake Pit* and *The Stubborn Wood*. The tremendous amount of popularizing that goes on in the field of psychiatry apparently accounts for this trend in fiction. War is treated, of course, in dozens of books of reminiscences, but in addition to that, with the possibility of universal training, the resurrection of selective service and current contingencies, there are many more books on the theory of war, we might call them, such as Hanson Baldwin's *The Price of Power*. Political power is being studied in its various aspects, and particularly as a threat to individual security, in such books as Monsignor Sheen's *Communism and the Conscience of the West* and Weldon's *States and Morals*. And finally, the danger to security that lurks in unsolved racial problems forms the theme of many a book on the Negro and Jewish question, such as *Kingsblood Royal*, *Cry, the Beloved Country*, *Eagle at My Eyes*, and *East River*.

Bright promises looking toward the attainment of security are found in any number of self-help or instruction books which

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are rather more elegant editions of Dale Carnegie's famous improvement books. Here we have *Peace of Mind*, *A Guide to Confident Living*, and, on a higher plane, *Human Destiny*. And, to conclude this section, if I'm not stretching my theory too far, I do think this trend toward reading about security accounts even for the popularity of our large-canvas historical novels, such as *House Divided*, *Raintree County*, *Came a Cavalier*, and so forth. These, it strikes me, oftentimes owe their popularity to the fact that they are talking about a sort of remembered security. Even the events and dangers of years gone by seem to be rather idyllic and tranquil when we simply read about them, particularly when the turmoils of yesterday are read against the background of a threatening and more catastrophic turmoil of today.

Now let's see if we can go on to take the second part of my definition—what the reading public wants, in the sense of what it needs. It would be foolish and very unrealistic to say that what the American reading public needs is a steady diet of truly great books. We do need more great books, but not even the most intelligent and cultured segments of the American public can exist on a reading diet of great books. We don't always read at the same level of interest or appreciation and so there has to be a variety. The great bulk of my reading may perhaps consist of, let us say, Dickens, Graham Greene, Mauriac, Sigrid Undset, and authors of that caliber. But even so, every once in a while, I'm going to have a terrific yen to sit down with P. G. Wodehouse or Earle Stanley Gardner. The solution, then, is not stated if we say that what we need is simply better books. I feel, however, that there is one general statement that can be made and verified by a brief examination of the books now coming off our presses. I have a definite conviction that what we need on the various levels of writing, in great writing and in more work-a-day pedestrian writing, is a growing de-emphasis on sensationalism. Out of any list of twenty-five books that have been popular in the past year or so, very likely fifteen of these books are written to shock. The authors are shouting or screaming or shrilling.

Now, of course, sensationalism in litera-

ture is as old as literature. Some authors, and quite famous ones, have staked out a claim exclusively on this type of writing. Edgar Allen Poe, of course, comes to mind. And even in less morbid and introspective writers, literature gives us a wonderful canvas of murder, arson, assault and battery, drunkenness, adultery, mayhem and suicide. But the great writers of the world have never dwelt upon these violent things merely for the sake of violence. Charles Dickens portrays Bill Sykes strangling his wife, Nancy, in a fit of drunken rage, not precisely because he loves to dwell on the horrific but because he wants to set this degradation of humanity up as a foil for the normal course of life that runs through his stories. Underneath all the violence and lawlessness that does appear in literature simply because it does actually appear in life also, there runs a steady current of a normal human and humane atmosphere—the atmosphere of normal morality.

This undoubted fact about literature has been pointed out by critics of literature from the first day an author wrote up to the present. You'll find a famous professor, Samuel H. Butcher, whose book on Aristotle's theory of poetry and the fine arts is well known, proclaiming: "The esthetic pleasure produced by any ideal imitation must be a sane and wholesome pleasure, which would approve itself to the better proportion of the community." Arnold Bennett, in his book on literary taste, says, "The pleasure derived from a classic is never a violent pleasure; it is subtle; it will wax in intensity. The artistic pleasures of an uncultivated mind are generally violent. The pleasure of a classic does not at all knock you down—rather, it steals over you." You will note, I think, that both these gentlemen, and their testimony could be multiplied, are speaking of the pleasure derived from a book. This, of course, throws us back to our original question of just how a sane and wholesome pleasure can be derived from reading about things that are not precisely sane and wholesome. This, of course, is where the talent or genius of the author has to bridge the gap. My point is that, in too much of current fiction (particularly fiction), the author does not bridge the gap. He deals with violent and unwholesome things in such a way

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that the pleasure the reader gets is apt to be a violent and unwholesome pleasure.

To sum up, then, this is one big need, in the sense of a big lack, for our reading public. We need a great many more books which do not shout, which do not make a lot of noise, because the shouting and the noisy things are not so awfully important in life. We need a great many more books which do not give the impression that they were written from the screaming headlines of our tabloids but taken, rather, from a sane and serene and compassionate and loving contemplation of human beings.

And, as against the compulsion toward speedy reading, a compulsion that the book clubs and the best sellers feed, a definite trend that ought to be taking place, particularly among Catholic readers, is a search for books that feed a spirit of contemplation. I don't mean necessarily or exclusively devotional books, though they are fine in their place. Rather do I mean the type of book that can be read leisurely, one that will provide us with a new or fresh or perhaps even deeper insight into the value of good and evil and all the other human norms and ideals that make life.

Still in the line of what a reading public lacks, I'd like to go on, as a wind-up, to specify a particular reading audience—the Catholic reading public. With a full realization of the job Catholic publishers are doing and/or trying to do, I think it won't be amiss this afternoon to chat with you a little bit about types of books of which the Catholic reading public has by no means a God's plenty.

To start with the least important and work up, we have *not*, we *want* in that sense, more Catholic fiction which is truly fiction and truly Catholic. We still have to depend too much on foreign writers in this field. This I'm sure you realize and may have heard me say before. More important than this, there is not enough given to the Catholic reading public in the whole field of today's social problems. We have a few pioneers in such things as race relations—Father LaFarge's book on the Negro and the race problem is one such. We have had in the past other pioneers like Monsignor John Ryan and his books on the just wage, and so on. But the vast body of the American

Catholic reading public, somehow or other, goes untouched by a number of these big current problems. As a matter of brutal fact, the Catholic reading public does not actually lack as much of this type of writing as it might suspect. Though we cannot point to too many books in these fields of social thought, we can point to a great deal of magazine writing. Catholic journals today are dealing with these problems much more than they did in the past, and so I am regretfully forced to bring my specification of the Catholic reading public as lacking this type of reading down to a statement that really what the Catholic reading public lacks is—reading.

We began this whole discussion this afternoon by giving you a digest of the American Library Association findings—namely, that for the past year people using public libraries have been interested, first and foremost, in their own, perhaps pressing, but still rather narrow, problems. Perhaps we should ask ourselves once in a while whether we have been caught up into a similar cultural isolationism. Perhaps we should ask ourselves the question once in a while whether our greatest lack is a lack of broad interest—not that we are going to be specialists in these fields, but that they are vital things, for our Faith and for our citizenship. We cannot afford to be narrow in our reading any more than we can afford to be narrow in our human relationships. The American Catholic reading public, therefore, should want a broad Catholic reading. It should want it in the sense of desiring it, not in the sense of lacking it. If it desires it strongly enough, the desire will find fulfillment because, even in the field of books, there does exist, I feel, a law of supply and demand.

We have looked at the actual trend of what American readers want to read and why they want to, and we have indicated a desirable trend—what they and we ought to want to read. This conflict between the actuality and the ideal will, of course, never be fully resolved, but, in so far as we can resolve it, no small part of the job falls upon you librarians. It is precisely because you share with me these ideals that I've gone beyond the actual trend into the desirable trend.

LIBRARY USAGE MEANS INTEGRATED TEACHING¹

By BROTHER JAMES ALPHEUS, F.S.C.

Librarian, Christian Brothers College, St. Louis, Missouri

In a day and age marked by the development of atomic energy, together with the constant flair for the sensational, thinkers more than ever must pause to analyze and evaluate present-day situations as they adjust their sights to new challenges. High school librarians must not lag in this professional and personal appraisal. To them the times also must present a challenge—not necessarily of revolutionary significance, but at least of sincere evaluation so that they too can examine and weigh the animating principles and effectiveness of their service.

Foremost representative of the school library, it goes without saying, is the librarian. His is the responsibility of establishing his library in the philosophy of the school itself; of winning the administration to the importance of the library as a core educational agency in the school; of inculcating into the professional thinking, living and teaching of the faculty the role of the librarian in the educational process.

In other words, a school library does not become effective without the informed and constructive participation of many persons within the school system, in addition to the librarian and the pupils. These include specifically:

1. The superintendent of schools or diocesan supervisor;
2. The principal; and
3. The classroom teachers.

To impart this information and to secure this participation may be considered the foremost public relations duties of the librarian in regard to his faculty.

These facets summarize compactly and incisively the implications of the title of this article. More than this, they indicate precisely the general role of the librarian in

establishing the liaison between the book on the shelf and the book in the hands of the reader. The school librarian who can set up the shortest line of communication in this regard; the school librarian who can help that reader translate the words of that book in his hands to nobler ideas which will lead to better actions; this school librarian has fulfilled in the highest sense his destiny in regard to the most exalted concept of his duties and functions.

The library in the educational system, however, must be something more than a supplement to the classroom teaching. It must function as an integral part of instruction, a *sine qua non*, so to speak. It is as such that the school library is considered and treated here.

The librarian desirous of orientating the faculty to the integrated use of the library will realize that of necessity this must be a long-range program. The beginning will be made in the examination of the philosophy of the school. Among the advantages to which the Evaluative Criteria of the Cooperative Study of Secondary School Standards can lay claim is that it has stimulated our high schools to state their objectives in terms of desired goals. To appeal intelligently to faculty colleagues, the librarian must not only know the philosophy of his school but should exercise a voice in its formation.

Next, the librarian should be conversant with the curriculum. His background in this respect need not be exhaustive but it should be both comprehensive and thorough. His understanding of the problem should be based on the challenging question: How can the library implement its resources and services for the improvement of instruction? He will realize that the makers of the curriculum have based their studies on five important factors. These are:

1. Paper read at the High School Libraries Round Table, Atlantic City Conference, June 15, 1948.

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1. Studies of the learner himself;
2. Studies of contemporary life or of adult life outside the school; and
3. The ideas of subject specialists.

The foregoing three elements are screened with or through comparison with

4. Educational and social philosophy; and
5. The psychology of learning.

Some may wonder if this is the proper field or activity for a school librarian. Coulburn writing in 1942 in his *Administering the School Library*—a book by a school administrator for school administrators—is specific in this regard.

The development of the best possible curricular experiences should be a co-operative venture of all professional personnel. The library and the librarian should play an important role in the enrichment of learning experiences. The librarian should serve on planning committees as consultant and should make the library a clearing house for materials.²

Thus far, this article has beamed its thinking to the general administrative set-up of the school. The area of greatest direct effectiveness, however, lies in the person to person relationship to the faculty. Under all conditions, the use that is made of the library determines to a great degree the type of learning that is being accomplished in the classroom. Therefore, teachers have an important responsibility in the functioning of any school library. The librarian can do much in enlisting the co-operation and interest of his fellow teachers so that the library will be properly used, both by teachers and by pupils.

The use of the school library by teachers may be divided into two areas, personal use and the stimulation of pupil use. In the former, faculty members use the school library extensively to promote their own personal and professional growth. Their own role in curriculum development and enrichment is fostered through library facilities. In planning classwork the teacher on his part keeps the librarian informed of prospective demands, thus helping maintain a balance for good and planned service.

In stimulating pupils to use the library individually or in groups, the teacher assists them to find and organize materials on selected subjects or class projects. He explains the effective use of the library largely by means of library references needed in classroom projects. He encourages the pupils in the use of the library not only as a means of cultivating good study and learning habits, but likewise for recreational and leisure reading. This he does on a class-wide scale. The teacher also keeps a record of voluntary reading done by the pupils in his own field. Finally, and perhaps through the stimulation of the librarian, the teacher insists that each student hold a card for the public library, realizing that this agency is an effective supplement to the school library.

Considered as a group, the faculty may be reached for effective correlation by the librarian in many ways. Some of these may be listed as follows:

1. Give teachers good service
2. Ask teachers to suggest new books to be ordered
3. Notify teachers of new books and materials received
4. Have frequent informal talks with teachers about the library
5. Place library notes on the faculty bulletin board
6. Attend and participate actively in faculty meetings, using from time to time five-minute periods to discuss new books in the library
7. Have a faculty reading table in the library
8. Invite new teachers to the library at the opening of the school year
9. Visit the classes of the school and carry on a systematic program of instruction in the use of the library
10. Send all teachers a form from time to time asking what the library can do for them in the way of service
11. Have book exhibits at faculty meetings
12. Offer the facilities of the library for faculty meetings
13. Devote at least one entire faculty meeting to the discussion of the school library and its use

2. Coulburn, John, *Administering the School Library*, Educational Press, 1942, p.102.

This list of suggestions, needless to say, could be increased to considerable length, but the important means of securing faculty co-operation will be found in the foregoing.

At this point it is well to consider the question "Where do teachers get the books they read?" One of the latest surveys in this regard points out that high school teachers themselves secure only 18% of their reading material from libraries other than the public.³ A twofold conclusion may be drawn:

1. The challenge to the school librarian to furnish more faculty reading matter;
2. That before students on a universal scale can be interested in the school library, their instructors must first be so engrossed.

An added incentive on the part of the librarian regarding teacher use of the school library, if such incentive be needed, may be found in the findings of the various visiting committees of the Co-operative Study of Secondary School Standards in regard to the library. Pertinent among the 1948 recommendations for a revision of standards is the formulation of "objective statements for judging teacher use of the library". If this be a future trend, then it behooves the school librarian to be in the vanguard of the movement.

3. Easton, David K., "What Does America Read", in *Bulletin of Secondary School Principals*, 31:110, December 1947.

Conclusion

The use that is made of the school library is a good indication of the educational growth of pupils. In other words, the library becomes a barometer of the school. The work of the classroom is built around information which is communicated to pupils through books. A single textbook does not—cannot—accomplish this purpose. A broad scale of reading must supplement the text, if proper instruction is to be given and if the goal of all learning, a well-balanced education, is to be accomplished.

If the library is to be the center of the educational life of the school and not merely a collection of books, if it is to provide the reading and reference facilities necessary to make the educational program effective, its books and other resources should be chosen in the light of the aims and purposes of the school. For librarians in a Catholic school no better criterion of these general aims and purposes is needed than the pronouncement of our recent Pope, Pius XI, who stated the objective of Catholic education in the following words: "Christian education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic and social, not with a view to reducing it in any way, but in order to elevate, regulate and perfect it in accordance with the example and teaching of Christ."

PROBLEMS OF THE PARISH LIBRARY¹

By REVEREND RICHARD J. WALSH

Author, THE PARISH LIBRARY

Since I first became interested in parish libraries I have undergone considerable change of mind with regard to what problem is most important. In the beginning the lack of cataloging appeared to be a tremendous drawback. Now I consider that a minor defect that can be remedied with-

out too much difficulty. There is, however, a difficulty that I did not appreciate too well in the beginning, one that has assumed gigantic proportions, namely, the question of the personnel of the library.

In presenting these problems I ran into a problem myself. Should they be treated in the order of their magnitude, or should they be handled as they would logically arise in the organization of a library? So my

1. Paper read at the Library Service to Catholic Readers Round Table, Atlantic City Conference, June 15, 1948.

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solution is, to present the points in a logical order and indicate which I consider to be the order of their magnitude.

First of all, there is no use in starting a library unless there is a definite idea of what the library is trying to do. It is not enough to say that it is started so that people will read good books; it requires specific goals.

The purpose of the Catholic library should be twofold: its first objective is an educative process and its second is presenting Catholic literature. The role then of the modern Catholic library is dynamic. Its aim is to supply information and make available to everyone the wealth of Catholic literature.² Only by keeping these two points in mind, namely, to inform people about the Catholic Church, and to loan Catholic books, can a Catholic library hope to achieve the success it rightly deserves.

Previous experience has shown that a Catholic library is an important item in any program of Catholic action. All the organizations that have been engaged in any form of Catholic action have had libraries. They did not consider these libraries to be ends in themselves, but rather they were means to an end. That end was to educate those who were to undertake the work of Catholic action.

To operate any Catholic action program intelligently, those engaged in the work must have a sound knowledge of Catholic doctrine and a clear concept of what they are going to do. It is difficult to see how these aims can be accomplished without an abundance of Catholic literature. To put the entire problem succinctly, those who are engaged in any type of Catholic action must understand the social, religious, and cultural problems with which they are about to cope. To acquire this understanding, study is necessary; study means books, and books to be used efficiently in any number require cataloging and care. This in a word is nothing more than a library.

Since this library is going to deal with the Catholic viewpoint, it will acquire for the most part Catholic books which, in the technical language of library science, make it a special library. It is a specialized li-

brary and it must operate as any other specialized library. In just the same manner that any big business organization establishes a library as a means of furthering its own interests and of educating its employees in those interests, so the Catholic library will educate its members and advance the cause of religion.

In view of this specialized character of the Catholic library its aims coincide with those of any other special library. It is, therefore, "a service organized to make available all experience and knowledge that will further the activity and the common objectives of an organization, with a staff having adequate knowledge in the field of specialization and of the activities of the clientele, as well as professional preparation. Its functions are, first: to assemble information from published sources both within and without the library; second: to secure information directly by correspondence from those specializing in particular fields; third: to present the information at the appropriate time and place on the initiative of the library, as well as upon request, that the library might take an effective part in the work of the organization or groups served".³

This is an ideal and the ordinary small Catholic library would have great difficulty in attempting to approximate this goal. The matter of finances alone would be its biggest drawback. Nevertheless, by careful supervision of partially trained volunteer help and a judicious selection of books, some of these obstacles can be overcome. The task that lies ahead of those who wish to promote the cause of Catholic literature is monumental.

The Catholic library should limit itself as to the type of books that it contains. It should concentrate on Catholic literature, and any other material that it may see fit to acquire will be secondary to this idea. The Catholic library is not duplicating any other library. In fact, its chief role will be that of supplementing public and school libraries.

The members of the Catholic library are also supporting the public library, by the very fact that they are paying taxes. It would be unfair to ask them to make a futile attempt to duplicate what is already theirs.

2. The term Catholic literature is not used here in the sense of strictly religious literature but it applies to all written matter in which the Catholic religion plays a part.

3. A.L.A., *Glossary of Library Terms*, Chicago, A.L.A. 1943, p.130.

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Consequently any attempt on the part of a Catholic library with its limited resources to duplicate the public library is inane and displays lack of foresight on the part of the organizers. On the other hand, it should make the fullest use of the facilities of the public library, availing itself, for example, of its extension service. What the Catholic library does want to do is to acquire a collection of Catholic books that the public library does not have, and with which the Catholic cross-section of the community should be acquainted. In the field of Catholic literature this alone will tax the resources of any Catholic library.

The Catholic library will likewise supplement the school library. The library in the school, whether elementary or secondary, has definite aims. It is designed to serve students at their own age levels, and its collection of books is coordinated with the school curriculum. In the case of the public school this means that the number of books on religion will be meager, and that many books from a Catholic viewpoint may not be acceptable, inasmuch as they may present only one side of a case, or may even be prejudiced in viewpoint. In the Catholic school, the collection of books on the subject of religion cannot be over-emphasized at the expense of another subject field. The Catholic library should be prepared to render service to this type of patron and should arrange its collection so that it can be of assistance to this particular age group.

In conclusion, the purpose of the Catholic library is, first: to supplement the public and school library; second: to secure a well-rounded collection of Catholic literature suitable to the needs of its patrons, as far as its resources will permit; third: to set itself up as a center of Catholic cultural and intellectual activity in the community; fourth: to make every effort to be an information center on things Catholic. In so far as our Catholic libraries attain these ends, they justify their existence, reward our efforts, and give greater vigor to truly Catholic life.

The second problem from the standpoint of logical arrangement and magnitude is that of organizing a library.

The library of today depends for its existence upon the educational needs of the

community it serves. A library has books and organization, but its success depends not so much on what it has, but on what it accomplishes. Today the library is a service center, consequently its organization must be of such a nature that it serves its clientele effectively.

First, if it is at all possible a survey should be made of what the people read. This is often very enlightening, because it frequently turns out that the people starting the library will either under-estimate or over-estimate the community on this score. Sometimes a survey will not be necessary, since some of this information will already be available. Often it will be found that the people read very few books. Surveys made by the public libraries have shown that only about thirty percent of the people read books, so a parish can count on that number of its people reading.

Next should be taken into consideration the type of reader who will use the library. These can be grouped into three classes, and, while no one group will use the library to the exclusion of another, yet each library will notice that one group will predominate, and it must adjust itself to that condition. The first group, for the want of a better name, are the ordinary readers. The second group are those who will use the library for reference purposes. The third group are the young or juvenile readers.

If those who are considering the establishment of a library find that a large number of the prospective members read, and that their material comes from rental libraries, which is especially true in large cities, then the library should be organized to interest this group. The library should contain not only Catholic books, but other good books, and these people should be encouraged to use the library.

If the library is so organized, this means that many non-Catholic books will be on the shelves. It does not mean, however, that the library should not try to stimulate its readers to read Catholic books. The library should institute a definite policy of constructive criticism, presenting whenever possible Catholic books, and be able to show that the Catholic book will give a better viewpoint than another book. This, of course, means that the entire group of workers in the li-

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brary must be coached and prepared to do this sort of work.

On the other hand, if the library should be located in a community that is economically on a very good level, the people will not borrow books to the same extent as the group previously mentioned. They are more apt to buy their own books, but they will support a Catholic library and support it well, for the sake of knowing what are the latest books and what is thought of them. In which case, the library will be mainly concerned with an advisory type of service. In fact, it will be more of a reference type of library than a lending library. The sons and daughters of the people in this type of community will be going to college, and will be seeking the Church's side of questions, particularly in the fields of history and sociology. The men, for the most part, will be interested in the Church's stand on social problems. Consequently, this library will be doing a type of work that is entirely different from the other. At the same time, it will be accomplishing its purpose of stimulating interest in Catholic literature.

Should the library find itself serving a predominantly juvenile group, problems will immediately arise. First, juvenile books are more expensive, and second, children will not be able to support a library as well as will adults. On the other hand, the children's use of the library will attract the parents who, if they are satisfied with the library's work, will support it. If the library is well-stocked with juvenile books, it will be the answer, at least partly so, to the problem of a parish school library. Of course this means that the library must co-operate with the school and know what books are on the school's reading list.

Anticipating the type of reader who will use the library is important. It will save expense later on, for the library may expect to serve one type only to find that it must change, since its clientele is different than anticipated. It is not enough to say that the library is started so that people will read. The library should anticipate, if possible, how and what people are going to use the library.

The location of the library is an important item to be considered. Experience has proven that if the library is situated in a rec-

tory or the church buildings, such as the school or parish hall, it will not be patronized as well as if it were away from them. The ideal is a site, usually with a store front, centrally located and easily accessible.

The appearance of the interior of the library is something that should not be overlooked. It should be attractively decorated, have good lighting, and the furniture should not have the appearance of being the kind that was salvaged from a junk yard. The books also should be made to look as attractive as possible. The shelves should be so designed that people can browse. Provision should also be made for people to sit and read in comfort.

The administration of the library must be met directly and decided right from the beginning. The questions of the hours that the library is to be open; whether or not it will concern itself with any commercial activities; who is going to staff it; and how it is going to be financed should not be left to the whims of fortune. This, of course, does not mean that policies will be decided and then adhered to rigidly. The library must be ready at any time to adapt itself to circumstances that will increase its effectiveness.

The number of hours and the time that the library is open will vary with circumstances. With some it is the policy to be open every night; with others, only a few nights a week. Some libraries are open every afternoon; others, only two or three afternoons a week. A number of libraries are open on Sunday mornings to serve the people going to Mass; a few are open on Saturday afternoons and evenings when people are going to confession. When there are evening devotions is another opportune time. All of this depends on one thing; namely, to be open at the times when people will be most likely to use the library.

If the library decides to sell books or religious articles, it must avoid the danger of becoming a business venture. Primarily it is a library; the selling of books must always remain secondary, otherwise all the library's energies will be sapped in running a business. It will be an accommodation to those who wish to possess some of the books of whose existence they are now aware.

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The duties of those who are going to assist in running the library should be clearly known. For this purpose it is wise to follow the plan of many of the big libraries and prepare what is known as a library manual. It should explain in detail every operation that goes on in the library. For example, it should have an account of how a book may be borrowed, how to enroll a new member, how to return books to the shelf, etc. It will save much time and duplication of effort.

The library should draw up a set of rules and objectives. These should state the purpose of the library and how it intends to achieve these goals. The rules will apply not only to those borrowing books, but also to the people working in the library.

The biggest single problem, to my way of thinking, is that of personnel. As I said before, this a reversal of my position, but my experience has convinced me that until this problem is solved, the library will not be a success. I have been criticized for some of the things I am going to say, but I am going to repeat them, because an antagonistic personality in the library staff can spell disaster for a library.

Whoever contemplates starting a parish library, and has given any thought to the subject, must realize that one person cannot do the work. As many people as possible should be interested in the project and their assistance encouraged. Not only will their help lighten the burden of the work, but their interest in the library will spread among their acquaintances and increase the number of users of the library.

Whenever an appeal is made for workers in this type of a project, there is a type of person, popularly known as a "screw-ball", who will immediately respond. Caution should be used about enlisting their help. Sometimes they can do more harm than good. They can be particularly harmful if the work they are going to do involves "meeting the public". If they can be of assistance in some phase of the work that does not involve this circumstance, all well and good, since not infrequently they are hard workers.

When people volunteer to help in a library, they should be assigned to definite

tasks. A fatal error is to accept aid and then leave the person hanging in the air as to exactly what is to be done. Another mistake is to parcel out assignments in such a manner that there will be an over-lapping of the work. There is the danger here of a clash of personalities. The head of a library that is manned by volunteer workers will find that the personality factor will always be a problem, and that over-lapping jobs can aggravate the situation immeasurably.

In the matter of time that a volunteer worker can give to the library, it is better to have a large number giving a few hours each week rather than a few spending many hours. The reason is "that most of this library work will be done, if at all, by our Catholic women. It is only natural that as married women in their middle thirties start to have a little more free time when their smallest children are in kindergarten and in school, they will read and engage in these activities if it is brought to their attention. . . . They would find a great deal of time when they could devote themselves to their own intellectual development and help in the development of others . . . The Catholic church should find an adequate use for this surplus feminine energy."⁴ Consequently, if this type of individual can be interested in donating two or three hours a week, they are apt to be far more dependable than someone who offers an entire day.

The workers of the library can be divided into committees. The number of committees will depend on the activities of the library. The committee should be given a free hand and encouraged to use its own initiative. The head of the library should concentrate on supervising these committees rather than doing the actual work.

There are various committees that a library could find useful. They will vary from library to library. Some will use all of them, another library will not need them, still another will add to the list.

There is usually a group that is not interested in books or a library, but are willing to help. They can be called a maintenance committee. Their part of the work will

4. Rev. Andrew L. Bouwhuis, S.J., in a letter to the Rev. Francis A. Mullin, late Director of Libraries, Catholic University of America.

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consist in making the library attractive by painting and cleaning, or doing repair work. If the library is fortunate it can sometimes secure the services of a carpenter or electrician who will be able to save the library quite a bit of expense.

The work of selecting books can be accomplished much more easily if the library can interest a group who have some knowledge of current literature. Among these would be teachers and other professional people. Usually they have some influence in the community and their interest will help the library.

A group in charge of cataloging the books should be selected with some care. It is absolutely essential that this committee include at least one trained librarian. The other members should be people who can type, since the nature of the work makes this qualification necessary.

In order to finance the library, there may be a committee to raise money for the library. Usually they are the type of people who like to run card parties, etc. They can be very useful in helping the library over its formative period when its funds are low. It is a committee, however, that has a tendency to get out of line, and for this reason it must be supervised more closely than the others.

If the library engages in any activities, there should be a committee to take care of this phase of the work. Their part of the work will be to advertise the library, arrange exhibits, and secure speakers. They should be of an enterprising nature and possess initiative to carry out their part of the work.

A group that should be handled carefully and encouraged in whatever they do will be made up of teen-agers. They could assist the library in any of its activities, but they should be considered a separate group. A good way to bring some of them together is to organize them into a study club or have them run some affair. The real purpose of this group is to arouse the interest of the younger people in the library. Through them the library will receive many new members as it grows older.

By far the largest committee will be made

up of the group who will take care of the circulation of the books. This group will, for the most part, be made up of women who are willing to work for a few hours a week in the library, and take charge of it during the time they are there. The chairman of this group will have the job of seeing that someone is assigned to the library every time that it is open. Whoever assumes this responsibility must have a pleasing personality, so that this rather difficult position can be carried out with a minimum of personal friction.

The people assigned to this task can contribute in no small measure to the success of the library. For the person "shares equally with the books as a principal factor in determining the success of the Church library. The good librarian is one who can make books 'contagious'. The volumes on the shelves are deeply known and valued friends, each one a minister to some human need among those who visit the library. The passing out of books becomes indeed the introduction of one friend to another. While some technical knowledge is of course desirable in the Church librarian, it is by no means as essential as this deeper knowledge of books and people."⁵ This is of course an ideal, but at the same time it is an indication of the importance of those who will meet the members of the library more frequently than the other staff members.

The heads of all these committees should be formed into some sort of executive committee, and frequent meetings held so that the head of the library will know exactly what is happening at all times. This group can help considerably toward shaping the policy of the library, and their advice should not go unheeded.

Some libraries have a paid staff member whose duty it is to act as coordinator of all the committees and activities. This individual should be chosen with care, for the library must depend on the good will of its volunteer help, and an antagonizing personality could easily spell failure for a library.

There are many other problems, such as finances, book selection, cataloging, and support by the clergy—to mention only a few. But if the personnel problem can be solved, the other difficulties will gradually vanish.

5. Wilcox, D. L., and Dabagh, T. S., "The Church Library," in *Religious Education*, 28:370-1, January 1933.

TALKING SHOP

A PAGE FOR HIGH SCHOOL LIBRARIANS

Richard James Hurley, Editor
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Teaching Aids

We came across a few items during the course of the summer which may help to lighten the load along the library road this school year. The first is a visual primer for untrained librarians and, we think, an excellent training manual for student assistants. *School Library Routine Visualized*, by Winifred L. Davis (Demco Library Supplies, \$2.50), describes each step, with text and pictures, for processing books, classifying and cataloging, preparation of a vertical file, the ordering of books and the organization of a library squad. An appendix contains an outline of the Dewey Decimal Classification, a list of subject headings, examples of alphabetizing and filing catalog cards, and a bibliography. This book is an adaptation of Miss Davis' *Pictorial Library Primer* for school libraries. We personally prefer to advise readers of the book to refrain from using borrowers' cards and the alphabetical arrangement of a vertical file.

Have you seen *Teaching through the Elementary School Library*, by M. K. Walraven and A. L. Hall-Quest (H. W. Wilson, \$3.)? Chapters provide information on reading guidance, book selection, reference works, magazines, the card catalog, vertical file, library information tests, audio-visual aids and the principles of teaching through the library. Most chapters have a bibliography and a list of study activities. The magazine chapter is particularly fine, with an excellent chart giving complete information about each periodical. The photographs are excellent and the entire book is a real contribution to professional literature. We highly recommend it to elementary school teachers, librarians and administrators. It is both a handbook and a "how" book.

Children's Books

Entirely different in scope and treatment from the preceding books is Sister Monica's *American Children through their Books, 1700-1835* (University of Pennsylvania Press, \$3.50). Dorothy Canfield Fisher in the Foreword notes how the book breaks the impasse between our present serious concern with children and their doings, and compares this attitude to that of the days when children were but brands to be snatched

from the burning and were otherwise important only from the economical viewpoint. Sister Monica, a Dominican nun from Albertus Magnus College, has studied the books written for children during the period indicated and vividly reveals them in their education, religious training, manners, health, sports and clothing. Each chapter has a list of references, together with a classified bibliography at the end of the volume. Eleven illustrations are reproduced from typical children's books of the period, including the *New England Primer*. For librarians, Sister Monica's work will reveal a most important era in children's literature. We claim it as another bright star in the expanding constellation of Catholic library contributions.

New Periodical

Have you seen *Collins Magazine for Boys and Girls*? The first number, January 1948, is on our desk, and it seems to be a legitimate successor to *St. Nicholas* and *The American Boy*. Each issue is designed to contain "a long chunk of serial", short stories, a play, general articles for boys and girls, something on hobbies, books and reading, animals, verses and puzzles, together with the best drawings and photographs available. Noel Streatfield and Eleanor Farjeon are two of the well-known contributors to this issue. Attractive in format, about the size of *America* (though slightly thicker), we think it an asset to an elementary or junior high school. Subscriptions, approximately \$4. for twelve issues, can be forwarded to William Collins Sons & Co., 425 Fourth Ave., New York 16. Although an English magazine, it is entirely suitable for Americans.

Schedule

In order to give you an opportunity to get your ideas in for our subsequent pages, we are listing the following schedule for treatment of topics: December, series and editions; January, Catholic Book Week; February, vertical file materials; March, student library assistants; April, audio-visual materials; and May, book reviewing. What else do you wish? Please let us hear from you.

HELPFUL HINTS

A PAGE FOR ELEMENTARY SCHOOL LIBRARIANS

Sister Mary Fides, S.S.N.D., Editor
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The charge that it offers nothing to the elementary school group has been levelled at the Catholic Library Association. Perhaps a look at the record will suffice to disabuse the uninformed.

High ranking officers of the organization have for years past stated that the elementary school is the most fertile field for the work of the Association. They believe, as do all thinking people, that the foundation is the most important part of any structure and that it is more true in the field of education than in any other. Two former presidents of the Association, Reverend Andrew L. Bouwhuis, S.J. and Mr. Richard Hurley, put their greatest efforts during their incumbencies into the development of libraries in the elementary schools.

THE CATHOLIC LIBRARY WORLD has, for several years past, carried articles pertinent to the elementary school situation. Citation of a few of these will, perhaps, help to prove the interest of the Association in this important section of our educational system.

The February 1943 issue carries an article entitled: "The Elementary School Library: The Practical Answer to Reading Problems". Here, Father Bouwhuis gives the result of a study of forty schools in Western New York in which libraries had been established between 1940-42. All gave evidence of the raising of reading level, taste and interest. "A Library in Every School", by Irene Newman, Supervisor of School Libraries in Wisconsin, appeared in April 1943. Excellent suggestions for imparting enthusiasm for the best in books to boys and girls form the crux of this article. Reverend Quinton J. Malone in "The Catholic Elementary School Library", January 1944, shows the absolute necessity of a library in the elementary school and gives splendid suggestions for the actual organization of one.

In "Building with Books", March 1944, Angela A. Clendenin states: "If his house is to stand for a lifetime—the child's books should be chosen as carefully as a mason selects his building blocks for they are to be fitted into the foundation of a house that must rise as high as the gates of heaven." The author, then, proceeds to give directives for choosing books for children in keeping with this dictum. Sister Clara Francis in "The Elementary School Library Service an Essential Aid to Teaching," March 1945, proves that pastors, supervisors and principals would make heroic efforts to establish libraries "if they realized that the purpose of Catholic education—preparing man for total life—can thereby be better accomplished". Sister shows ways in which the library can be an aid to every class in the elementary school. She also states three strong objections to having class-

room libraries only. In "Catholic Social Principles in Juvenile Literature", April 1946, Sister M. Berenice definitely states the principles and then suggests titles of books which will help the children imbibe these principles.

The publications of several units of the organization devote much space to elementary school needs. The oldest and most valuable of these is *The Library Bulletin* of the Western New York Unit. For the past eight years this has been a mine of information and a source of inspiration to all who have been fortunate enough to read it. To mention just one more: *The Illinois Catholic Librarian* has, since its inception, had a section for elementary schools.

In some cases, individual members, in others, local units have been responsible for institutes, conferences and workshops for elementary school libraries and teachers-librarians. Large numbers attended Summer institutes at Canisius College, Buffalo, in 1944 and 1945; at Catholic University in 1944 and 1947; St. Louis University in 1946 and 1947. The most recent venture of this kind was sponsored by the Albany Unit at St. Rose College in the Spring of 1948. THE CATHOLIC LIBRARY WORLD carried advance notices and summaries of each of these ventures.

The editor of our official organ now wishes to devote a page regularly to elementary school library needs and activities. To be of value this must, of necessity, be a cooperative venture. Questions or suggestions regarding organization, administration, selection of books and other materials now properly housed in a library, celebration of Book Week, both National and Catholic, Catholic Press Month, public library cooperation, centralization of resources and processes may well be subjects for discussion.

Send accounts of recent activities in your library and school together with any suggestions you may have to the editor of this page at Department of Library Science, Catholic University of America, Washington 17, D.C. Strike while the iron is hot. Don't delay.

A recent book which should be known to all administrators, teachers and librarians is *Teaching through the Elementary School Library*, by Margaret Walraven and A. L. Hall-Quest, Wilson, 1948. It furnishes answers to questions asked constantly by teachers and librarians, gives short cuts for finding and keeping teaching materials, and states the principles of teaching through the library. Notes regarding other titles invaluable for elementary teachers and librarians will be found in Talking Shop, December 1947 issue of THE CATHOLIC LIBRARY WORLD.

CONTACT FOR CATALOGERS

A CLEARING-HOUSE PAGE FOR CATHOLIC CATALOGERS

Reverend Oliver L. Kapsner, O.S.B., *Editor*
St. John's Abbey Library,
Collegeville, Minn.

Acting upon the suggestion of the editor of the CATHOLIC LIBRARY WORLD, the C.L.A. members attending the Cataloging and Classification Round Table at the Atlantic City convention decided in favor of a clearing-house page for catalogers, to be a part of the Association's official organ. By choice of the same members the undersigned assumes editorship of the new column. The discussion page will appear monthly from November to May.

The purpose of the new venture is to provide catalogers in Catholic libraries with an opportunity to present their problems regarding cataloging and classification for discussion. News items of interest to catalogers will also be included.

Questions and problems concerning classification and cataloging mailed to the editor (St. John's Abbey Library, Collegeville, Minn.) will be considered for publication in this column. Other catalogers who have encountered similar experiences are invited to report them, together with comments, for publication in subsequent issues. In this manner Catholic catalogers can hope to arrive at a common understanding and clarification of problems shared by many. As a starter a few troublesome items about which inquiries have been made are introduced in this issue.

Walsh and Lynn Adjustments

A number of Catholic libraries use the Walsh¹ adaptation to supplement the Dewey 200 class and occasionally find themselves cramped. Others employ the Lynn² scheme alongside the Library of Congress schedules and unearth at times too many possible choices for similar books.

For example, a correspondent inquires whether a table could be devised by which the numerous religious orders might be conveniently arranged in the Walsh outlines, where only one number (271.1) is listed for religious orders of men and likewise one number (271.9) for sisterhoods. The table should provide, first of all, for arrangement of the orders by name, and under each body the general works, history, biography, rules, ascetical guides, etc., also for distribution by

country and individual houses. It might well be that some industrious Catholic cataloger has prepared such a table for his or her own library and would be willing to offer the plan for print in this corner reserved for catalogers.

A librarian employing Lynn writes that he is puzzled when to apply the one or the other of two apparently identical classification plans for the theological and moral virtues (BQT 1196-1212 and BQT 1777-1793). Is there really a need for both provisions? Would the nature of the individual library, e. g., strictly theological (seminary libraries) or predominantly ascetical (convent libraries) or average Catholic (college, high school, and parish libraries), be a deciding factor for giving preference locally to either method?

New Subject Headings Needed

Recently an inquiry came in from a college cataloger who believes that a good cataloger should use specific headings for specific subject-matter. No precise heading had yet been listed for books dealing with the desire of man for God, e. g., Father O'Connor's "The Eternal Quest" and Father O'Mahony's "The Desire for God". He suggested the heading *Desire for God* but is eager to hear comments from other catalogers.

News Items

The Union Catalog of Franciscana is now located permanently at Friedsam Memorial Library, St. Bonaventure College, St. Bonaventure, N.Y. It will include all books, periodicals, pamphlets, etc., written by Franciscans, irrespective of subject, and material on Franciscan subjects by any author. The Franciscana from all O.F.M., Capuchin, Conventual, and T.O.R. libraries in the country will be included in this project. Father Donald Bilinski, O.F.M., was re-elected chairman of the Library Committee of the Franciscan Educational Conference.

Impelled by a request from his publisher, Father Richard J. Walsh is busy preparing a new edition of his classification outline for the 200 class.

1. Walsh, Rev. R. J., *Modification and Expansion of the Dewey Decimal Classification in the 200 Class*, Philadelphia, Peter Reilly Co., 1941.

2. Lynn, J. M., *Alternative Classification for Catholic Books*, Milwaukee, Bruce; Chicago, American Library Association, 1937.

SEMINARY ROUNDTABLE

A PAGE FOR SEMINARY LIBRARIANS

Rev. Simon Conrad, O.F.M.Cap., Editor
St. Fidelis Seminary, Herman, Pa.

Reading and Creative Work

"Who can measure accurately the influence of one good man's life? We can count the apples on a tree, but cannot count the trees in an apple."

This challenge to statisticians which recently appeared in the press may be paraphrased for seminary librarians: "Who can measure accurately the influence of one good book? We can count the readers of a book, but cannot count the books in a reader." No, there is no way of estimating the power of a book in developing the creative talent of a reader. That the right book can do such a thing is obvious, although the fact is often overlooked.

Seminarians are trained to be articulate. Their vocation demands that they carry the Gospel to all creatures. God will work through their ministry. They become His mouthpiece. The timeless truths of Christianity do not change; but the manner of presentation is geared to suit the age. The priest-in-the-making is learning to think with the Church. *Sentire cum ecclesia*. He is also learning to reveal the mind of the Church according to His own ability, talent and gifts.

Role of Reading

Reading has an important role in developing this talent that will soon be consecrated in the service of God. Take the case of Joe, for example. Joe is an all-American lad, supercharged with zeal and energy. The zeal of the priest in *Priest-Workman in Germany* struck a sympathetic note in Joe. He returned the book with the remark, "That's the kind of priest I want to be." But Jack is different. Jack leans towards politics and has an ability in writing character sketches. Jack was introduced to Belloc's *Richelieu* and afterwards wrote a sketch of the Cardinal for a history theme which became the envy of his class. Every librarian has many such examples of the right reader with the right book. The principle

is far-reaching in its effect. Its effectiveness will depend on how well the librarian knows his readers and his books.

Seminary Librarian

Conditions in a seminary facilitate such knowledge. The library is of workable size ranging from the small to the medium-sized collection. The library's clientele is select: library users have one goal in common—the priesthood. Their number is seldom so large that the individual is lost in the crowd. The seminary librarian is often a teacher-librarian who meets the seminarian in the classroom and has the opportunity to gauge individual talent. An important factor in bringing books and readers together is the fact that the librarian was once a seminarian too, with the same goal in mind, the same problems to face, the same desire to equip himself mentally and spiritually for his priestly life. The librarian's own experience as a seminarian is a helpful guide in solving the right-book-right-reader equation.

The significance of it all is sufficient stimulus to carry out the program. It is reading guidance at its best, for these readers will be devoted to a life of guidance. It is character formation through books for men whose lives will be spent in character formation.

Recent Articles of Significance

Auvil, Rev. Oscar F., S.J., "The Minor Seminary Library", in *National Catholic Educational Association Proceedings*, 45:167-71, 1948.

Corbett, Rev. Basil, O.F.M.Conv., "The Library in the Seraphic Seminary", in *Franciscan Educational Conference Report*, 28:158-69, 1947.

Hansen, Sister Mary Urban, O.S.B., "An Introduction to Research Writing for High School Seniors", in *Catholic Educational Review*, 46:446-9, September 1948.

THE GUIDE POST

A PAGE FOR PARISH LIBRARIANS

Lucy Murphy, *Editor*
Buffalo Public Library,
Buffalo, New York

Long evenings are with us again, long evenings that make profitable reading hours. What have parish librarians planned for these long evenings? People don't take to reading as ducks take to water. Planning and much planning must be done by librarians to get people to read. In fact, reading is an art that must be cultivated as is music. Planning a reading stimulator for November should not be too difficult a task, for books tie-in nicely with its many feast days and civic holidays. Books about the United Nations and the feast of All Saints will attract some readers. Bring out biographies of military heroes as a tie-up with Armistice Day and the feast of Saint Martin of Tours. What about Children's Book Week? It offers many possibilities for promoting not only children's books but adult books as well. Then there are the feasts of Saint Gregory and Saint Cecilia to promote books about music and musicians. Thanksgiving is the media for books with an American background. Try out some of these suggestions plus a little of your own ingenuity and see what happens.

Did you know that . . .

An important item in the history of St. Joan of Arc Parish, in Indianapolis, Indiana was the establishment, on August 15, 1945, of a library.

Receiving the approval of the Very Reverend Pastor, members of the Girl's Junior Legion of Mary, under the leadership of Father John Lynch, took over a single room in the old church, formerly a sacristy, and converted it into a library. The spot is ideal, for churchgoers park their cars right outside the door. The Legionnaires canvassed the parish, obtaining nearly a thousand good books, new books, Catholic in tone and of literary excellence. Liberal cash donations were obtained to defray the purchase of more new books and library equipment. Another source of revenue has been the registration fee of one dollar, entitling a person to draw books for one year. The only other charge is a fine of two cents a day for books overdue.

When not serving at the desk in the library, the Legionnaire librarians (there are 24 librarians, all college girls) visit the homes of parishioners

and "sell" the library and the many things it has to offer. The girls also take books to the sick and shut-ins in the parish and, until the closing of the camp, they served reading matter to the prisoners in the Fort Benjamin Harrison barracks.

The library houses practically 4,000 volumes. Books are provided for both adults and children. During this past summer a reading club for pupils of grades six, seven and eight was organized and has been very successful. Prizes are awarded to those children who qualify as outstanding readers. Judgment is based upon the number of books read, type of books read, and the accuracy and neatness of reportbooks. A large chart posted in the children's corner of the library keeps all readers informed on their standing in the clubs. The awards for the outstanding summer readers are made after the re-opening of school in September.

During Book Week the girls made book marks which were distributed to everyone using the library that week. Also about every eight weeks a book list is printed and distributed to the parishioners after the Masses on Sunday. "The book lists have been very successful as people know what they want when they enter the library, after having read the list," writes Miss Patricia Cronin.

The library is open on Monday, Wednesday, Friday and Saturday afternoons from 3 P.M. to 5 P.M., and again on Monday, Wednesday and Friday evenings from 7 P.M. to 9 P.M. On Sundays the library is open after the Masses and following the afternoon devotions. For the convenience of its patrons the library has installed a telephone. Anyone wishing to renew or request a book may do so by telephone during regular library hours.

The library celebrated its third anniversary on August 15 of this year. During the three years of its existence, the library has loaned 19,055 books to 1,102 patrons. Due to its success and its energetic librarians, other parishes in Evansville and Haubstadt, Indiana, have undertaken the establishment of parish libraries under the supervision of the members of the Legion of Mary.

NEWS AND NOTES

READ WISELY — SHARE TRUTH *Facts About Catholic Book Week, 1949*

Date—February 20-26, 1949.

Sponsorship—Sponsored by the Catholic Library Association.

Purpose—To encourage and stimulate the reading and writing of Catholic literature in its various forms—books, periodicals, newspapers, pamphlets. As the Honorary Chairman of Catholic Book Week, His Eminence Samuel Cardinal Stritch, Archbishop of Chicago, expressed it: "If we are going to develop Catholic Writers, we must educate our people to read their books."

Membership of the Catholic Book Week Committee:

His Eminence, Samuel Cardinal Stritch, Archbishop of Chicago: *Honorary Chairman.*

Mr. Phillips Temple, Librarian, Georgetown University, *Chairman.*

Reverend Wilfred Parsons, S.J., Jesuit House of Studies, Washington, D.C.

Brother Aurelian Thomas, F.S.C., President Catholic Library Association.

Sister Helen, S.N.D., Librarian, Trinity College, Washington, D.C.

Mr. Laurence A. Leavey, Executive Secretary, Catholic Library Association.

Mr. Eugene P. Willging, Director, Catholic University of America Library.

Organizational Setup—In addition to the *Catholic Book Week Committee* listed above which is responsible for the formation of policy and the administrative direction of national projects, there is also the *Advisory Committee*, consisting of the local Catholic Book Week chairmen (one for each regional unit of the Catholic Library Association) and of representatives of various library groups within the Catholic Library Association, for example, the chairmen of the College Round Table, the Elementary School, the High School, the Hospital, and the Seminary Round Tables; and those directing national Catholic Book Week projects. The purpose of the Advisory Committee is to make suggestions to the Catholic Book Week

Committee and to promote the celebration of Catholic Book Week in their respective geographical areas or subject groups.

Procedure—The activities of Catholic Book Week are carried forward on two levels: National and local. The national activities are handled by the Catholic Book Week Committee and the project chairmen appointed by that Committee. The local activities are under the direction of a Catholic Book Week Chairman appointed by each of the regional units of the Catholic Library Association.

Projects—In addition to the local celebrations of Catholic Book Week, and supplementing and aiding them, the following projects of national scope have been inaugurated:

a) *Book Aid to War-Stricken Countries*

—This is a book collection campaign for the benefit of Catholic schools, missions, libraries and other institutions in all parts of the world whose book collections have suffered as a result of the war. There is a desperate need in many parts of the world for duplicate volumes now occupying needed space on the shelves of many American libraries.

Each regional unit of the Catholic Library Association has been designated as a *Collection center* for donated books. The local CBW Committee will screen the books contributed and remove those contrary to Catholic faith or morals; the remainder will be packed and shipped to the New York warehouse of the War Relief Services, National Catholic Welfare Conference, and sent thence to all parts of the world by the Director of War Relief Services, Right Reverend Monsignor Edward E. Swannstrom, who has generously placed at the disposal of the Catholic Book Week Committee the facilities of his organization. Instructions are being sent to all local units regarding packing, labeling and shipping.

b) *Catholic Book Week Kit*—This project is under the direction of Mr. Thomas

CATHOLIC BOOK WEEK

V. Reiners, Chief, Processing Department, Manhattan College Library. All inquiries concerning it should be addressed to Catholic Book Week Kit, P.O. Box 25, Kingsbridge Station, New York 63, N. Y. The CBW Kit will cost \$1.00 and will be available in quantity or singly to anyone desiring to purchase it. The Kit will contain the following materials:

1) *The Catholic Booklist*, 1949, compiled by Sister Mary Luella, O.P., Department of Library Science, Rosary College, River Forest, Illinois. It is a selected, annotated list of recommended books in various subject fields, with an index.

2) *Ideas*—A mimeographed manual of suggestions to librarians for the celebration of Catholic Book Week, compiled by Mr. Richard Hurley, Professor of Children's Literature, Department of Library Science, University of Michigan. This publication, which has been very successfully used for past celebrations of Catholic Book Week, is practical in character, and covers ideas for displays, publicity, programs, etc.

3) *Posters*—Several copies of the prize-winning posters for 1949 CBW will be included for display. This will be in color.

4) *Slogan Strips*—These will be sheets, smaller than the poster, containing the 1949 slogan as it appears on the poster. The slogan is: "Read Wisely—Share Truth". It will be noted that this ties in with CBW's major project: the book collection campaign "Book Aid to War-Stricken Countries".

5) Leaflet giving instructions for selecting, packaging and mailing books contributed to the "Book Aid" collection.

6) A list of book guides, compiled by Mr. E. P. Willging, Director, Catholic University of America Library.

7) A list of the periodicals indexed in *The Catholic Periodical Index*, for the benefit, in particular, of those libraries which do not subscribe to the CPI.

8) Book Jackets for display.

c) *Radio Programs*—A series of radio programs are being arranged under the Chairmanship of Mr. William Smith, Radio Director, National Council of Catholic

Men, 1312 Massachusetts Ave., N.W., Washington 5, D.C.

d) *Publicity*—Releases giving news of CBW developments will be issued regularly to the press, and to the professional library and educational journals, by Mr. Phillips Temple, National Chairman, Catholic Book Week, Georgetown University Library, 37th and O Sts., N.W., Washington 7, D.C. All news items and suggestions of national interest should be sent to Mr. Temple. Local news will be handled by the individual units.

PHILLIPS TEMPLE, *National Chairman*

WITH OUR MEMBERS

Sister Mary BERENICE, R.S.M., formerly assistant librarian, Canisius College, Buffalo, N. Y., has recently become librarian at the Mount Mercy Academy Library in the same city.

Rev. Redmond A. BURKE, C.S.V., became director of libraries at DePaul University, Chicago, on September 1. Father Burke is the first American priest to receive the doctor's degree in library science, an honor achieved by his graduation from the Graduate Library School, Chicago University, on June 18, 1948.

Sister Mary ELVIRA, O.S.F., librarian, St. Francis College, Joliet, Ill., is the new chairman of the Illinois Unit of the Catholic Library Association.

Dr. William A. FITZGERALD, senior member of the Executive Council of the Catholic Library Association, on September 1 became director of the Library School at the George Peabody College for Teachers, Nashville, Tenn. Dr. FitzGerald had been librarian at the School of Medicine, St. Louis University, since 1944, and was tendered a farewell dinner by members of the library profession in St. Louis on July 29. The occasion was especially highlighted by the presentation of an illuminated scroll.

Josephine KELP became reference librarian at the Riggs Memorial Library, Georgetown University, Washington, D. C., on June 1.

Lucy LATINI, formerly of the Public Library, Virginia, Minn., is now librarian at St. Mary's Hospital, Wausau, Wis.

Margaret M. O'CONNOR, formerly branch librarian at the Billings Square Branch of the Worcester, Mass., Public Library, has now become Supervisor of Work with Children.

William T. O'ROURKE, author of *Library Handbook for Catholic Students*, last month became assistant librarian at the Buffalo, New York, Public Library. Mr. O'Rourke had previously been chief librarian at the New Bedford, Massachusetts, Public Library.

Rev. Fintan A. SHONIKER, O.S.B., librarian, St. Vincent's College, Latrobe, Pa., was re-elected chairman of the American Benedictine Academy Library Science Section, at its meeting in Morristown, N. J., June 20-23.

THE CATHOLIC LIBRARY WORLD

RECEIPTS and DISBURSEMENTS of the

JULY 1946 —

JOSEPH T. A. DILLON ASSOCIATES

CERTIFIED PUBLIC ACCOUNTANTS

43 CEDAR STREET

NEW YORK 5, N. Y.

TO: The Executive Council
of the Catholic Library Association
P.O. Box 25, Kingsbridge Station
New York 63, N. Y.

We have made an examination of the
attached Statement of receipts and dis-
bursements of the Catholic Library Asso-

ciation and the Catholic Periodical for the
respective periods indicated therein. In
connection with the examination, all re-

CATHOLIC LIBRARY ASSOCIATION

BALANCE; July 3, 1946:

| | |
|------------------------------------|-------------|
| On Deposit, Checking Account | \$ 3,131.83 |
| On Hand | 1.45 |

| | | |
|--------------|--------------------|--------------------|
| TOTAL | \$ 3,133.28 | \$ 3,133.28 |
|--------------|--------------------|--------------------|

RECEIPTS:

Memberships:

| | |
|---------------------|----------|
| Associate | \$ 6.00 |
| Personal | 4,567.50 |
| Constituent | 8,573.11 |
| Institutional | 3,282.67 |
| Contributing | 175.00 |
| Sustaining | 700.00 |

| | |
|--------------|--------------------|
| TOTAL | \$17,304.28 |
|--------------|--------------------|

Subscriptions:

Catholic Periodical Index

Sales:

| | |
|---------------------------------|-------------|
| Advertising | \$ 3,547.19 |
| Reprints | 223.46 |
| Single Copies - Hand Book | 22.22 |
| Single Copies - C. L. W. | 160.35 |
| Other Publications | 70.42 |

| | |
|--------------|--------------------|
| TOTAL | \$ 4,050.64 |
|--------------|--------------------|

Other:

| | |
|-----------------------|-----------|
| Book Week | \$ 734.39 |
| 21st Conference | 505.75 |
| 22nd Conference | 878.00 |

| | | |
|--------------|--------------------|--------------------|
| TOTAL | \$ 2,118.14 | \$23,473.06 |
|--------------|--------------------|--------------------|

TOTAL CASH TO BE ACCOUNTED FOR:

\$26,606.34

FINANCIAL REPORT

CATHOLIC LIBRARY ASSOCIATION . . .

—JUNE 1948

corded receipts were checked against membership or other records and traced to deposit in bank accounts; all disbursements were compared with cancelled checks and supporting invoices or vouchers.

In our opinion, the attached Statement of receipts and disbursements fairly present the operations of the Catholic Library Association and the Catholic Periodical Index for the respective periods and on the cash basis indicated therein.

Respectfully submitted,

JOSEPH T. A. DILLON

September 6, 1948

CATHOLIC PERIODICAL INDEX

TOTAL INCOME

\$ 6,237.98
10.00

\$ 9,369.81
11.45

\$ 6,247.98

\$ 6,247.98

\$ 9,381.26

\$ 9,381.26

\$

\$ 6.00
4,567.50
8,573.11
3,282.67
175.00
700.00

\$17,304.28

\$23,347.60

\$23,347.60

\$23,347.60

\$

\$ 3,574.19
223.46
22.22
160.35
70.42

\$ 4,054.64

\$

\$ 734.39
505.75
878.00

\$ 2,118.14

\$46,820.66

\$29,595.58

\$56,201.92

THE CATHOLIC LIBRARY WORLD

CATHOLIC LIBRARY ASSOCIATION

DISBURSEMENTS:

Salaries:

| | |
|----------------------------|-------------|
| Editorial salaries | \$ 7,150.17 |
| Part Time Assistants | 178.71 |

TOTAL

\$ 7,328.88

Printing and Type Expense:

| | |
|---------------------------------|-------------|
| Catholic Library World | \$ 7,094.25 |
| C. L. A. Hand Book | 579.00 |
| Reprints | 197.69 |
| Other | 623.53 |
| Catholic Periodical Index | |
| Linotyping | |
| Lead Purchases | |

TOTAL

8,494.47

Selling Expense:

| | |
|------------------------------|-----------|
| Advertising Commission | \$ 693.04 |
| Other Publications | 42.63 |

TOTAL

735.67

Office and General Expense:

| | |
|---|-------------|
| Letter Service, Name Plates and Mailing the C.L.W. | \$ 1,316.47 |
| Labels, Postage, Stamping and Mailing the C.P.I. | |
| Telephone and Express | 123.30 |
| Postage and Express | 210.00 |
| Rental P. O. Box | 33.85 |
| Office Maintenance and Equipment | 124.50 |
| Stationery and Printing | |
| Insurance Premiums | |
| Travel Expense | |
| Dues—National Council of Library Assns. | 20.00 |
| Other Office and General Expenses | 55.56 |

TOTAL

1,883.68

Other:

| | |
|-------------------------------|-----------|
| Book Week | \$ 904.58 |
| 21st Conference | 1,193.99 |
| 22nd Conference | 625.75 |
| MID-WINTER Meeting 1946 | 21.60 |
| MID-WINTER Meeting 1948 | 173.62 |

TOTAL

2,919.54

TOTAL DISBURSEMENTS:

\$21,362.24

CASH BALANCE, June 30, 1948:

| | |
|---|-------------|
| On Deposit, Checking Account | \$ 5,190.77 |
| On Special Deposit, For Printing Cumulative Vol. IV | |
| On Hand | 53.33 |

TOTAL

5,244.10

TOTAL CASH ACCOUNTED FOR:

\$26,606.34

FINANCIAL REPORT

CATHOLIC PERIODICAL INDEX

TOTAL DISBURSEMENTS

\$ 9,096.70
635.79

\$16,246.87
814.50

\$ 9,732.49

\$17,061.37

\$

\$ 7,094.25

579.00

197.69

623.53

4,649.51

4,649.51

4,860.53

4,860.53

1,833.97

1,833.97

11,344.01

19,838.48

\$

\$ 693.04

745.36

787.99

745.36

1,481.03

\$

\$ 1,316.47

422.37

422.37

130.08

253.38

104.41

314.41

33.85

319.11

443.61

236.72

236.72

164.17

164.17

200.00

200.00

20.00

55.56

1,576.86

3,460.54

\$

\$ 904.58

1,193.99

625.75

21.60

173.62

2,919.54

\$23,398.72

\$44,760.96

\$ 1,187.01

\$ 6,377.78

5,000.00

5,000.00

9.85

63.18

6,196.86

11,440.96

\$29,595.58

\$56,201.92

THE CATHOLIC LIBRARY WORLD

FATHER KORTENDICK USBE CHAIRMAN

From the *Information Bulletin* of the Library of Congress, June 30-July 5, 1948, we learn that Rev. James J. Kortendick, S.S., Head, Department of Library Science, Catholic University of America, and a member of the Executive Council of the Catholic Library Association, has been elected chairman of the Board of Directors of the United States Book Exchange. The USBE is the successor to the American Book Center, Inc. The full story follows:

"The USBE held its first annual meeting in the Whittall Pavilion on the afternoon of June 24. The membership of the Corporation itself consists of representatives designated by members of the Council of National Library Associations; by major research groups, including the American Council of Learned Societies, the National Research Council, the Social Science Research Council, the American Council on Education, and the Engineers Joint Council; and by the Smithsonian Institution and the Library of Congress.

The following group of officers was elected: President, Milton E. Lord, Director of the Boston Public Library and Chairman of the Board of Directors of the American Book Center for War Devastated Libraries, Inc.; Vice-President, Mrs. Irene Strieby, Immediate Past President of the Special Libraries Association; Secretary, Father James J. Kortendick, Director of the School of Library Science of Catholic University of America; Treasurer, Raymond L. Zwemer, Executive Secretary of the National Academy of Sciences.

In addition to the officers who are ex-officio members of the Board of Directors, the following five directors were elected: Julian Boyd, Librarian of Princeton University; Joseph Brandt, President of Henry Holt and Company; Charles W. David, Librarian of the University of Pennsylvania; Dan Lacy of the Library of Congress; and Paul Webbink, head of the Washington Office of the Social Science Research Council.

After adopting by-laws and formally organizing itself, the Corporation adopted the necessary resolutions to authorize the transactions of business and discussed generally

the plans and prospects of the organization. Immediately following the meeting of the Corporation itself, the Board of Directors held a brief meeting and elected Father Kortendick as Chairman.

The members of the Board of Directors resident in Washington were designated an executive committee to take necessary steps for the launching of the Corporation's program, and will be expected to meet frequently during the next few weeks."

NEW MEMBERS

With the publication of our 1948 *HAND-BOOK* at the end of July, the Association's membership totalled 1646 members. It has been our pleasure to welcome the following members to the Association since that time. Frank G. Ryan, St. Mary's College, Calif.

Rev. Stephen M. Connelly, O.S.S.T., Hyattsville, Md.

Royal Crossley, Syracuse, N.Y.

University College, Dublin, Ireland

St. Thomas More Catholic High School Library, Philadelphia, Pa.

Rivier College Library, Nashua, N.H.

Mrs. Dorothea M. Thayer, Chestnut Hill, Mass.

Precision Hospital School of Nursing, Detroit, Mich.

Philip A. Costello, Boston, Mass.

Mother M. R. Tallmadge, R.S.C.J., Lake Forest, Ill.

Sister M. Nolasco, R.S.M., Nashville, Tenn.

Rev. Leo A. Monahan, S.J., Washington, D.C.

Sister M. Alexina, Seattle, Wash.

Sister M. Immacula, Buffalo, N.Y.

Mother M. Francis DeGuire, O.S.U., Kirkwood, Mo.

Sister Ellen Joseph, C.S.J., Minneapolis, Minn.

Miss Jane Lannan, Columbus, O.

Sister M. Benvenuta, O.S.F., Dubuque, Ia.

Virginia State College Library, Dept. of Library Science, Petersburg, Va.

Sister M. Ambrose, Detroit, Mich.

Sister M. Margaret, Memphis, Tenn.

Miss Mary Ann Jorgensen, Idaho Falls, Id.

Sister M. Herman, Spokane 9, Wash.

Miss Blanche F. Emery, Cincinnati, O.

Sister M. Clotaire, S.L., Webster, Mo.

Sister M. Antonella, Wabasha, Minn.

Bibliothèques Des Instituteurs, Montreal, Canada

Rev. Charles P. Meyer, Rome, Italy

Sister Catherine Anita, Los Angeles, Calif.

Rev. Pastor, Oriental Misamis, Philippines

Mother M. Alice, Sault Ste. Marie, Mich.

Sister Patricia Maureen, Spokane 9, Wash.

Rev. Henry A. Burke, S.S., Ph.D., Baltimore, Md.

Mrs. Lucy L. Ryan, Des Moines, Ia.

Sister Mary Dorothy, Great Falls, Mont.

Mother Lucia, Spokane, Wash.

Mother St. Marguerite of the Divine Heart, C.N.D., New York, N.Y.

Sister Dorina, Minneapolis, Minn.

BOOK NOTES

Fall-Winter, 1948 Publishers' List

The books noted below are those to be released or already issued by the Catholic publishing houses or the Catholic departments of the general publishers. General trade conditions and/or the preliminary stages of manuscript reading are the reasons cited by some of the publishers for not listing their schedules at this time.

In all cases, date of publication and price are necessarily tentative; for further information consult the publisher.

The Spring-Summer listing will be published in the March 1949 CATHOLIC LIBRARY WORLD.

American Library Association

Books for Catholic Colleges, compiled under the auspices of the Catholic Library Association, by Sister Melania Grace, S.C., and Rev. Gilbert Peterson, S.J. *Imprimatur*: Samuel Cardinal Stritch, Archbishop of Chicago. Planographed. \$3.75. October 15.

Vatican Library. *Rules for the Catalog of Printed Books*. Trans. from the 2d Italian ed., Willis E. Wright, editor. \$18.00. Published.

Benziger

Britt, Rev. Matthew, O.S.B. *The Hymns of the Breviary and Missal*. New enlarged ed. \$6.75. October 29. (Originally scheduled for Spring 1948 publication.)

Delabays, Rev. Joseph. *Our Lady of Fatima, Queen of Peace*. Trans. by Rev. John H. Askin. \$2.75. October 15.

Lydon, Rev. P. J. *Ready Answers in Canon Law*. 3rd enlarged ed. \$6.00. October 1. (Previously announced for Spring 1948 publication.)

Officium Festorum Nativitatis et Epiphaniae Domini... \$4.50 and \$6.00. November 15.

Thomas Aquinas, Saint. *Summa Theologica*. Set of 3 vols., \$48.00. Vol. 3, November 30.

Walsh, Most Rev. James E., M.M. *The Church's World Wide Mission*. \$3.00. October 5.

Bruce

Anthology

Campion, Sister M. Pascal, O.S.F., and Donelan, Sister M. Bede, O.S.F., compilers and editors. *Their Country's Pride*. \$4.00. December 1.

Autobiography

Segale, Sister Blandina, S.C. *At the End of the Santa Fe Trail*. \$3.00. October 1.

Bible

Rooney, Rev. Gerard, C.P. *Preface to the Bible*. \$2.50. March.

Biography

Broderick, Robert C., *Wrath of Song: Novelized Biography of Francis Thompson*. \$3.00. October 30.

Fieder, Most Rev. Hilarin, O.F.M.Cap. *The Knight-Errant of Assisi*. Trans. by Rev. Berchmans Birtle, O.F.M.Cap. \$2.75. October 15.

Grant, Dorothy F. *Johns England: An American Christopher*. \$2.75. January.

Huber, Rev. Raphael M., O.F.M. *Saint Anthony of Padua*. \$3.50. December 15.

Current Problems

Neill, Thomas P. *Makers of the Modern Mind*. \$5.00. January.

Royer, Fanchon. *The Mexico We Found*. \$3.00. December 1.

Economics

Cronin, Rev. John J., S.S. *Catholic Social Action*. \$5.00. September 25.

Dirksen, Rev. Cletus, C.P.P.S. *Economic Factors of Delinquency*. \$2.25. August 30.

History

Nemmers, Erwin Esser. *20 Centuries of Catholic Church Music*. \$4.50. January.

Professional

Anson, Peter. *Churches, Their Plans and Furnishings*. \$6.00. October 2.

Catherine Frederic, Sister M., O.S.F. *A Vade Mecum for Teachers of Religion*. \$5.00. January.

McCloud, Rev. Henry J. *Clerical Dress and insignia*. \$5.00. October 10.

Psychology

Harmon, Francis Leland. *Understanding Personality*. \$4.00. October 25.

Sermons

Brennan, Rev. Gerald T. *This Way Up*. \$2.00. September 30.

Diamond, Rev. Wilfrid J. *Heirs of the Kingdom*. \$2.00. February.

Spiritual Reading

Duenser, Rev. Joseph V., C.P.P.S. *Unto the Altar*. \$1.50. March.

Moffatt, Rev. John E., S.J. *Sponsa Christi*. \$1.75. February.

O'Donnell, Rev. Luke, O.S.B. *Weakness of God; Lenten Reading*. \$2.00. March.

Fiction

Wise, Evelyn Voss. *Into the Valley*. (Catholic Literary Foundation) \$3.00. February.

Juveniles

Charitas, Sister M., S.S.N.D. *Faith and a Fishbook*. \$2.25. January.

Kuhn, Anna. *Watching at My Gate*. \$2.50. September 15.

Lamers, Mary. *The Secret of Springhill*. \$2.50. August 9.

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Stephen Daye Press

Rochrenbeck, William J., editor. *Christmastide: A Catholic Anthology for Young and Old.* \$3.75. November 22.

Dodd, Mead

Juvenile Biography

Bick, Christopher. *Bells of Heaven: The Story of Joan of Arc.* Illus. by Lauren Ford. \$3.00. January 10.

Doubleday

Art

Varga, Margit. *The Christmas Story: Paintings by Great Renaissance Masters.* (Garden City Pub. Co.) \$2.49. October 4.

History

Lamb, Charles. *Peter the Great and the Move to the West, 1648-1762.* \$4.50. November 18.

Non-Fiction

Oursler, Fulton. *The Greatest Story Ever Told: A Tale of the Greatest Life Ever Lived.* \$2.95. February 3.

Poetry

Kenny, Nick. *More Poems by Nick Kenny.* (Halcyon House) \$1.50. November 1.

Religion

Frost, S. E., Jr. *Masterworks of Religion: Digests of 18 Great Classics.* (Garden City Pub. Co.) \$6.00. February 3.

Fiction

Norris, Kathleen. *High Holiday.* \$2.50. January 20.

Juveniles

Bedier, Julie (Sister Mary Juliana) *The Story of Jesus.* (Garden City Pub. Co.) \$1.00. October 4.

Lee, Tina. *How to Make Dolls and Doll Houses.* \$2.25. October 14.

Harcourt, Brace

Autobiography

Merton, Thomas. *The Seven Storey Mountain.* \$3.00. October 4.

Henry Holt

Fiction

Mauriac, Francois. *The Unknown Sea.* \$3.00. September 30.

Sullivan, Richard. *First Citizen.* \$3.00. October 4.

Sylvester, Harry. *All Your Idols.* \$3.50. September 6.

Houghton Mifflin

Curran, Mary Doyle. *The Parish and the Hill.* \$3.00. August 24.

P. J. Kenedy

Drinkwater, Rev. F. H. *Another Two Hundred Sermon Notes.* \$4.25. November 6.

Little, Brown

Religion

McGlynn, Rev. Thomas, O.P. *Vision of Fatima.* \$2.50. October 13.

Fiction

Cronin, A. J. *Shannon's Way.* \$3.00. September.

Music

Hayes, Roland. *My Songs: Aframerican Religious Folk Songs.* \$3.00. October 6.

Longmans, Green

Apologetics

Dudley, Rev. Owen Francis. *You and Thousands Like You.* \$2.75. February.

Newman, Cardinal John Henry. *Development of Christian Doctrine.* \$3.50. February.

Biography

Broderick, Rev. J., S.J. *A Procession of Saints.* \$2.75. March.

Schofield, W. G. *The Dear Cry.* (Fictionalized life of St. Patrick) \$3.00. October 4.

Catholic Action

Keller, Rev. James G., M.M. *You Can Change the World.* (The Christophers) \$2.75. February.

Church History

Daniel-Rops. *Sacred History.* (History of the Jews, Old Testament) \$5.00. February.

Current Events

Briggs, Rev. Everett F., M.M. *New Dawn in Japan.* \$2.75. October.

Education

Battersby, William J. *De La Salle Education.* \$3.00. January.

History

Anderson, Robert Gordon. *The City and the Cathedral.* \$3.50. October 20.

Spiritual Reading

Newman, Cardinal John Henry. *Sermons and Discourses.* 2 vols., \$3.50 each. February.

Von Hildebrand, Dietrich. *Transformation in Christ.* \$4.00. November 17.

Macmillan

Biography

Walsh, William Thomas. *Saint Peter the Apostle.* \$3.50. October 19.

History

Hughes, Rev. Philip. *A Popular History of the Catholic Church.* \$3.50. December 14.

Knowles, Rev. M. D. *Religious Orders in England.* \$8.50. November.

Theology

Smith, Canon George D. *The Teaching of the Catholic Church.* \$10.00 per set, 2 vols. November 16. (Originally scheduled for publication, May 25.)

Juveniles

Dunne, Rev. Joseph A. *The Mass for Boys and Girls.* \$2.50. November 9.

Julian Messner

Fiction

Keyes, Frances Parkinson. *Dinner at Antoine's.* \$3.00. November 18.

Juveniles

Wood, Laura M. *Louis Pasteur.* \$2.75. Published April 23.

Malvern, Gladys. *Your Kind Indulgence.* \$2.50. Published April 21.

PUBLISHERS' LIST

Oxford

Hopkins, Gerard Manley, S. J. *Poems of Gerard Manley Hopkins*. 3rd ed., ed. by W. Gardner, incorporating original selection with notes by Robert Bridges. \$3.50. August 26.

Pantheon

Maritain, Jacques. *Existence and the Existent*. \$2.75. November 15.

Ramuz, C. F. *What Is Man?* Introduction by Albert Béguin. \$2.75. November 15.

G. P. Putnam

Fiction

Mannin, Ethel. *Late Have I Loved Thee*. \$3.00. September 24.

Random House

Augustine, Saint. *Basic Writings of St. Augustine*. Ed. by Whitney J. Oates. 2 vols., boxed \$10.00. November 1.

Pegis, Anton C., editor. *The Wisdom of Catholicism*. \$5.00. February.

Saint Anthony's Guild

Adults

The Life of St. Jerome. Trans. from medieval Italian, by Msgr. John K. Ryan. Fall.

Marcetteau, B. F. *The Major Seminarian*. Fall.

Matulich, Rev. Silvano, O.F.M. *Show Me Thy Face: Retreat Conferences*. Fall.

O'Brien, Rev. Isidore, O.F.M. *Courtship and Marriage*. Fall.

Juveniles

Savage, Alma. *Kulik's First Seal Hunt*. \$1.50. October or November.

Williamson, Mother Mary Paula, R.C. *Little Brother Ben*. \$1.50. Fall.

St. John's Abbey Press

Kapsner, Rev. Oliver L., O.S.B., compiler. *Catholic Religious Orders*. \$3.25, paper; \$4.00, cloth. October.

Charles Scribner

Huc, Abbé. *High Road in Tartary*. An abridgment of an old classic, by Julie Bédier. \$2.75. October.

Villiers, Alan. *The Set of the Sails: An Autobiography*. \$3.75. October.

Sheed & Ward

DeBruno, Rev. J. M., O.D.C. *Three Mystics*. Illus. by El Greco. \$8.00.

Heenan, Rev. John Carmel. *The Faith Makes Sense*. \$3.00.

Knox, Rev. Ronald., trans. *The Old Testament Translated into Modern English*. Vol. 1, \$7.00.

Sencourt, Robert. *St. Paul*. (Great Writers of the World, Vol. 3.) \$3.50.

Weyand, Norman, S.J., editor. *Immortal Diamond: Studies in Gerard Manley Hopkins*. \$5.00.

Williams, Mother Margaret, R.S.C.J. *Glee-Wood: A Treasury of Middle English Literature*. \$5.

Willock, Ed. *Ye Gods*. Illus. by the Author. \$2.50.

Willging, E. P.

Willging, Eugene P., editor. *Index to Catholic Pamphlets in the English Language*, vol. 4 (July 1946-September 1948). \$1.00, prepublication price. November.

H. W. Wilson

Catholic Supplement to the Standard Catalog for High School Libraries, 1948 Supplement, edited for the Catholic Library Association by Rev. William J. Gibbons, S.J. November 6.

Yale University Press

Dallin, David J. *Soviet Russia and the Far East*. \$5.00. October 20.

Gardner, W. H. *Gerard Manley Hopkins, 1844-1899*. \$4.00. September 1.

CLAUDEL, Paul. *Lord, Teach Us to Pray*. Trans. by Ruth Bethell. Longmans, Green, 1948. 95p. \$2.

These intensely personal meditations are grouped around a series of artistic masterpieces, e.g., Féral's "The Explorer", Maes' "The Key", Rembrandt's "The Philosopher", Titian's "Adam and Eve." Each painting is the occasion for a meditation.

Adult wisdom is found here, e.g., "Even when we appear to be bored and to have nothing to do, it isn't so at all, but just that we have been told to play the part of the man who is bored and has nothing to do: all of which is so true that we do give it our whole ardor" (p. 10). Speaking of woman, "...she is a promise that never—you know it and she knows it—never will be kept" (p. 41). On the same theme, "She (Eve) is Imagination seducing Desire (Adam). For dancing attendance on Imagination, the reward is only images. Truth has other sources of supply" (p. 42).

There is also a child-like Christo-centric passion here. "After those things I am told about You in Your Passion, I don't see why I should be the only one to consider You and spare You the onslaught of my indignity. Give Yourself the treat of looking at what I have made of Your image and the idea You had of me before creation. It is all the same to me if You are God Almighty and all the rest of it: if I need You I need You, You may as well know" (p. 75).

Vigor, honesty, and originality in the use of symbols mark these highly untheological conversations with God.

JAMES V. MULLANEY

GARDNER, W. H. *Gerard Manley Hopkins*. 2d. ed. Yale University Press, 1948. 304p. \$4.

This second edition of W. H. Gardner's study, first published in England in 1944, contains a detailed analysis of "The Wreck of the Deutschland" which every reader of Hopkins will find helpful, and chapters on his sonnets, diction,

THE CATHOLIC LIBRARY WORLD

syntax, basic themes and imagery. The last two chapters discuss his critics, and his effect on modern poetry. This painstaking demonstration that Hopkins wrote within the European poetic tradition is fundamental to any serious reading of his poems.

EDWARD CAULFIELD

The Teen-Age Library, edited by Frank Owen. Lantern Press. \$2.50 each.

The years of adolescence in the life of the average boy or girl are years usually of prolific reading. In an attempt to bridge the gap between the books of childhood and those of adolescence, a series of teen-age short-story books has been issued by the Lantern Press. These include stories of the west, outdoor stories, sport stories, mystery stories, historical stories and an anthology of a general nature, called the *Teen-Age Companion*.

The varied nature of the series, its selection reflecting in a clean-cut wholesome manner the lives and problems of teen-agers, makes this a welcome choice for libraries, parents and others who have the responsibility of directing the reading of adolescents. *The Teen-Age Library*, individually or as a group, is a good investment.

BROTHER JAMES ALPHEUS, F.S.C.

CORY, Herbert E. *The Significance of Beauty in Nature and Art*. Bruce, 1947. 248p. \$4.

Dr. Cory's thesis is that all beauty "shows forth the glory of God", and this he defends on historical and philosophical grounds. His excellent theme is rather confusedly developed, due to interminable expressions of relief and joy at his recent conversion and an unfortunate tendency to polysyllabic, involved syntax. While there is much of interest in the book and the author's intention is wholly admirable, only readers with a special interest in aesthetics will endure to the end, and even they will find its usefulness limited by Dr. Cory's unhappy habit of supplying incomplete references.

EDWARD CAULFIELD

KAUMP, Ethel. *The High School Commencement Book*. Revised ed. Northwestern Press, 1947. 162p. \$1.

Demands made upon school libraries by teachers are sometimes both sporadic and insistent. Comes commencement time and there arises the attendant problem of how to plan the graduation exercises.

To till this need with a planned program that is organized, Ethel Kaump has revised her original 1937 edition of *The High School Commencement Book*, a modest paper-bound booklet of 162 pages.

Librarians, and especially those charged with the responsibility of commencement week, will find this work most satisfying and helpful. Its modest price will permit the worthwhile acquisition of more than one copy.

BROTHER JAMES ALPHEUS, F.S.C.

MUELLER, Gustav E. *Philosophy of Literature*. Philosophical Library, 1948. 226p. \$3.50

"Philosophy of Literature should demonstrate how the evaluative world view, which dominates and distinguishes races, ages and cultures, rendering them intelligible, also directs their imagination, manifest in the art of the word. This book undertakes such a demonstration" (Preface). The author's statement of his own conclusion about the history of literature is: "First there is a religious worldview in which man knows himself bound to a divine order of things. This is followed by an idealistic culture in which man discovers that he has an independent reality—value in himself, which must be thought together with other levels of reality 'above' and 'below' him. The third phase is a loss of confidence in the world which is seen externally as a dead and alien 'other'; and loss of self-confidence, expressed in a sensate and technical 'atomism'" (Preface).

An attempt is made to intimidate in advance adverse critics by saying "Those who know will recognize the influence of Hegel...those who do now know will therefore label it Hegelian" (Preface).

This is no philosophy of literature. It is a restatement in Hegelian terminology, of selected portions of Homer; Plato; Epicurus and Lucretius; Dante; the spirit of the Renaissance; Shakespeare's *Hamlet*; Goethe's *Faust*; Mann's *Lotte in Weimar*; Dostoyevsky; Herman Hesse.

It is unscholarly on several counts, among them: a) no references are given for many quotations; b) pretentious, yet sophomoric over-simplifications abound, eg., "The sequence of Leibniz, Kant, Schelling, Fichte, Schleiermacher and Hegel corresponds to the sequence of Bach, Haydn, Handel, Mozart and Beethoven in music, and Lessing, Winckelmann, Herder, Schiller and Goethe in literature" (p. 126); c) the "Germany myth" reaches the ridiculous heights of making *Dante* a German: "It would be profitable to follow the evolution of the Germanic mind in the formation of its synthesis but we turn to the completed synthesis itself which is achieved...in literature in *Dante's Divine Comedy*" (p. 65); d) repeated here is the nineteenth century Hegelianizing of the *Parmenides* of Plato: an interpretation exploded by Cornford, Jaeger, Wild et al: but then, even "Dante's universe is as dialectical as Plato's or Hegel's" (p. 86). Indeed, in Mr. Mueller's report, all the men studied from Homer to Hesse are Hegelian dialectical idealists. This thesis is fittingly accompanied by several typographical errors.

JAMES V. MULLANEY

Periodicals Wanted

Catholic and secular titles for sale or exchange. Submit lists or write for ours. Address: Librarian, St. Mary Monastery, Herman, Pa.

Orate Fratres, v. 1, No. 7, v. 2, No. 3, 8. Please communicate with: Sister M. Rose Eucharista, Librarian, Convent of Mary Immaculate, Key West, Fla.